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ABSTRACT

This one-semester course of study in psychology for grades 11 and 12 is designed for teachers who are knowledgeable in the field of elementary psychology. The over-all course objective is to improve the student's ability to adjust to an increasingly complex and changing society. Among the teaching techniques suggested are case studies, class discussion, field trips, individualized projects, research and experimentation. The following ten units are outlined: 1) Psychology; 2) Patterns of Human Development; 3) Learning; 4) Thinking; 5) Personality; 6) Mental Health; 7) Deviant Behavior; 8) Marriage and Family; 9) Social Attitudes; and 10) Man in Society. For each topic in the outline specific references as well as behavioral objectives and activities are listed. Listings of additional instructional media are also provided. Ideas for individual and group involvement experiences are provided in the appendix. Many of the activities cannot stand alone but rather require the teacher to consult key references consisting of listed workbooks, book, and manuals. (Author/RM)

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PSYCHOLOGY

ROCHESTER PUBLIC SCHOOLS
ROCHESTER, MINNESOTA

U.S. DEPARTMENT OF HEALTH
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A Course of Study in

PSYCHOLOGY

for

Grades Eleven and Twelve

Rochester Public Schools
Rochester, Minnesota
1973

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PREFACE

The authors of this course of study agree with the statement of philosophy of the Rochester Public Schools that proposes to develop the student's whole being to the maximum of his ability. They further agree that a course in psychology seems to be of special contemporary significance and value for students today because it could improve their ability to adjust to an increasingly complex and changing society.

The following goals are stated in terms of the learner:

1. To be able to explain aspects of human behavior
2. To conduct practical experiments
3. To broaden the concept of self
4. To know terminology associated with the study of psychology
5. To improve personal relationships
6. To be able to locate information
7. To know career opportunities
8. To know procedures of research techniques
9. To know selected major psychological theories and their authors

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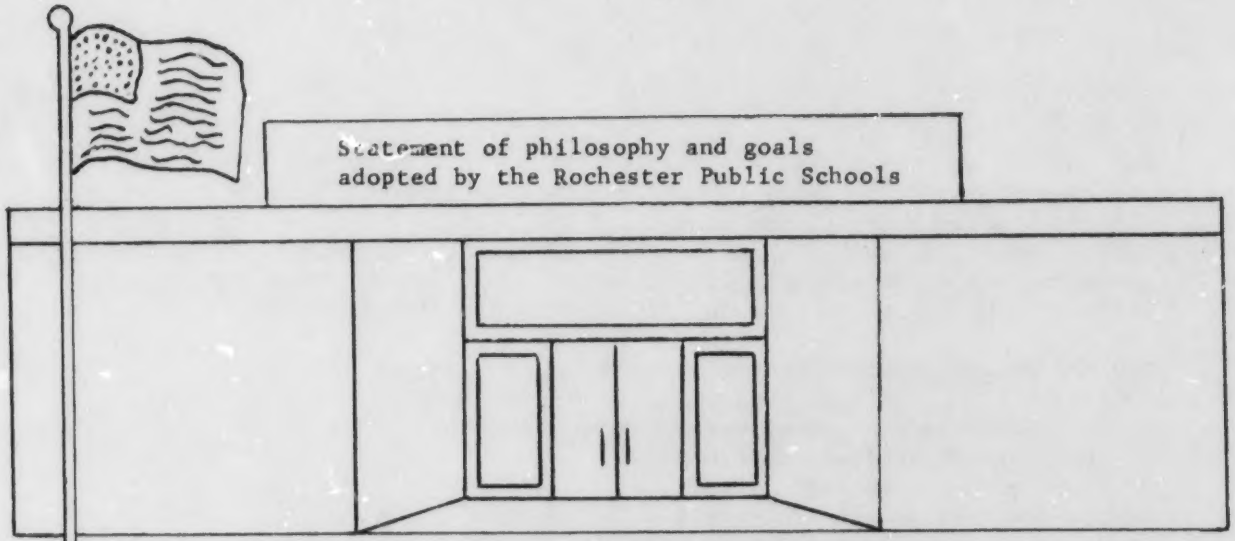

PHILOSOPHY:

It is the philosophy of the Rochester Public Schools to set up learning experiences and situations that will enable the student to develop his whole being to the maximum of his ability.

GOALS:

The attainment of this philosophy centers around these goals:

To develop self-discipline
To stimulate a desire to learn
To develop worthy use of leisure time
To learn his capabilities and limitations
To contribute something worthwhile to society
To develop the ability to work and play with others
To help the child master the basic skills of learning
To develop a consciousness of personal grace and charm
To develop habits conducive to healthful and happy living
To develop a civic responsibility and be an active member of society
To develop an appreciation for the wise use and conservation of resources
To develop and strengthen his ability to meet and solve the problems of life
To promote emotional stability and strengthen wholesome moral and spiritual behavior
To develop a sympathetic understanding and an awareness of the problems of the community, the nation, and the world.

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MESSAGE TO TEACHERS

This course of study is designed to provide a framework for a one-semester offering in psychology. A review of the "Content" and "Behavioral Objectives" columns will demonstrate the scope and structure of this survey course.

The stated intentions for the course and the activities identified to realize these goals demonstrate a central concern that students actively develop concepts and use those concepts in a variety of contexts. Therefore, the course emphasizes experimentation and the application of psychological insights in exploring specific instances of human behavior.

This course of study was designed for use by teachers who are knowledgeable in the field of elementary psychology. The writing team identified the ten units here included as basic to a study of psychology. As outlined here, all ten units would require more than a semester. Thus, the depth of treatment given to each unit will depend upon the instructor's identification of needs.

Specific references are included for each topic in the outline. Excellent listings of additional instructional media are included in the teacher references identified for this course.

Robert Beery
Social Studies Consultant

KEY TO REFERENCES AND ACTIVITIES COLUMNS

Abbreviation Used	Full Reference
Allport	Allport, Vernon, and Lindzey, "Study of Values" (test). Third Edition. Boston: Houghton Mifflin Company, 1960
Beers	Beers, Seifert, The Mind That Found Itself. Garden City, New York: Doubleday, 1953
Berelson and Steiner	Berelson, Bernard, and Steiner, Human Behavior. Chicago: Harcourt, Brace, and World, 1964
Branca	Branca, Albert A., Psychology: The Science of Behavior. Boston: Allyn and Bacon, Inc., 1968
BRS Foringer	BRS Foringer, "Devices for Introductory Psychology." 1718 Sherman Avenue, Evanston, Illinois 60201
Goode	Goode, William J., The Family. New Jersey: Prentice-Hall, 1964
Engle	Engle, T.L., Psychology: Its Principles and Applications. Chicago: Harcourt, Brace, and World, 1969
Engle's Workbook	Engle, T.L., Record of Activities and Experiments for Use with Psychology. Chicago: Harcourt, Brace, and World, 1969
Hershey and Lugo	Hershey, Gerald, and James Lugo, Living Psychology. Indianapolis, Indiana: The Macmillan Company, 1970
Hill, Learning	Hill, Winfred, Learning. San Francisco, California: Chandler Publishing Co., 1963
Instructor's Manual to Basic Psychology (Munn)	Collins, Gary, Peter Fernald, and L. Dodge Fernald, Instructor's Manual to Accompany Basic Psychology. Geneva, Illinois: Houghton Mifflin, 1969
Involvement in Psychology Today	CRM Books, Involvement in Psychology Today. Del Mar, California: CRM Books, 1970
Kenworthy	Kenworthy, Leonard S., Guide to Social Studies Teaching. Second Edition. Belmont, California: Wadsworth Publishing Company, 1966

Lindgren	Lindgren, Henry Clay, Psychology of Personal Development. New York: American Book Co., 1969
Masters and Johnson	See current Reader's Guide to Periodical Literature.
Morgan	Morgan, Clifford, Introduction to Psychology. New York: McGraw-Hill Publishing Co., 1966
Munn	Munn, Norman L., L. Dodge Fernald, Jr., and Peter S. Fernald, Basic Psychology. Second Edition. New York: Houghton Mifflin Company, 1969
Ruch	Ruch, Floyd L., Psychology and Life. Seventh Edition. Illinois: Scott, Foresman and Company, 1967
Ruch's Workbook	Ruch, Floyd L., Neil Warren, and David S. Gorfein. A Workbook for Use With Psychology and Life. Glenview, Illinois: Scott, F oresman and Company, 1967
Van Dyke	Van Dyke, Henry Thomas, Juvenile Delinquency. Boston: Ginn and Company, 1970
	Van Dyke, Henry Thomas, Youth and The Drug Problem. Boston: Ginn and Company, 1970
Raths	Raths, Louis E., Merrill Harmon, and Sidney B. Simon. Values and Teaching. Columbus, Ohio: Charles E. Merrill Books, Inc., 1966

UNIT I

PSY·CHOL·O·GY

Content	Behavioral Objectives	Activities	References
I. Psy·chol·o·gy			
A. Psychology 1. Definitions 2. Relationship to sciences	A. The student will be able to define psychology satisfactorily.	A. Give pre-test on pages 2-6 of Engle's Record of Activities and Experiments, or self-constructed test. Instructor's Manual to Basic Psychology (Munn) "Defining Psychology" p. 2	A. Branca, pp. 2-50 Munn, pp. 3-45 Ruch, pp. 3-9 Morgan, pp. 1-28 Kenworthy, Guide to Social Studies Teaching Engle, pp. 2-16
B. Social science disciplines 1. History 2. Geography 3. Political science 4. Sociology 5. Anthropology 6. Economics 7. Philosophy	B. Given a list of descriptions, the student will be able to match them with the correct disciplines.		
C. Relationship to natural sciences 1. Chemistry 2. Biology	C. The student will be able to write a one-sentence summary regarding the possible relationship of psychology to each of the natural sciences.		
D. Methodology of psychologists 1. Natural observation 2. Directed observation 3. Case-study method 4. Experimental method a. Hypothesis b. Variables c. Stimulus	D. The student will be able to write a paragraph or state orally a practical example of two of the four topics.	D. Have students read "Experimental Method and Design" in Engle's Workbook, pp. 8-10 Teacher: Use "Analyzing Experiments," pp. 11-12 in Engle's Workbook, after students have read pp. 8-10.	

Content	Behavioral Objectives	Activities	References
E. The public image 1. Psychoanalysis a. Freud b. Ego, super ego, id c. Dreams, free association 2. Hypnosis a. Alpha wave b. Techniques c. Behavior of subject d. Post-hypnotic suggestion e. Practical uses 3. Parapsychology a. Extrasensory perception (1) Telepathy (2) Clairvoyance (3) Precognition b. Psychokinesis 4. Instinct a. Examples in lower animals b. Controversy as applied to humans	E. The student will be able to discuss, orally or on paper, the four concepts listed.	E. Possible student survey on dreams Engle's Workbook p. 13 "An Experiment With Telepathy" <u>Involvement in Psychology Today</u>, p. 2 "Try A Little ESP With Us"	E. Hershey & Lugo Appendix pp. 417-422 Engle, pp. 20-38 Lindgren, pp. 39-43 Ruch, pp. 521-527

UNIT II

PATTERNS OF HUMAN DEVELOPMENT

Content	Behavioral Objectives	Activities	References
II. Patterns of human development			
A. Principles of heredity 1. Reproduction 2. Biological influence a. Cell b. Chromosomes (1) Sex determination (2) DNA c. Genes (1) Dominant (2) Recessive	A. The student will be able to distinguish, on paper, among cells, chromosomes, and genes.	A. Engle's Workbook p. 8498 "Brightness and Dullness in Rats" Engle's Workbook p. 109 "Measuring Group Reaction Time" Engle's Workbook p. 110 "Measuring Individual Reaction Time" or BRS Foringer RTM-802 "Reaction Time Monitor"	A. Munn, Chapters 10,11 Engle, Chapter 9 Branca, Chapter 5
d. Pre-natal (1) Fetal behavior (2) Current controversy (a) Drugs (b) Smoking (c) Diet	The student will be able to describe, in a short paragraph or on a chart, pre-natal growth patterns.	Engle's Workbook p. 117 "Reflex Action" Engle's Workbook p. 120 "By the Sense of Touch" (Use an individual to demonstrate.)	Branca, pp. 153-154, 236
e. Inherited structures (1) Nervous system (2) Brain (a) EEG (b) I.Q. (3) Muscles (4) Glands	From a given mixed list, the student will be able to identify the human structures that are inherited.	Engle's Workbook p. 122 "Test of Hearing Acuity" Engle's Workbook p. 123 "Auditory Perception of Direction" or BRS Foringer SLT-801 "Sound Localization Tester"	
f. Eugenics (1) Negative position (2) Positive position	The student will be able to write a two-minute speech arguing for or against the application of human eugenics research.	Engle's Workbook p. 130 "Perception of Time"	Engle, pp. 248-249

Content	Behavioral Objectives	Activities	References
		Engle's Workbook, p. 97 "Tracing Your Family Tree" BRS Foringer TPE-801 "Esthesiometer" BRS Foringer CVT-801 Color Vision Screen	
B. Principles of environment 1. Definition a. Natural b. Man-made 2. Psychological effects 3. Physical effects a. Sociological b. Economic	B. The student will be able to explain the probable effects of natural and man-made influences on an author of a book, an inventor, or a politician.	B. Engle's Workbook p. 126 "Analysis of Taste" Engle's Workbook p. 133 "Making Stereoscopic Pictures" Engle's Workbook p. 135 "How to Make a Rotating Trapezoid" Engle's Workbook p. 135 "How to Make a Muller-Lyer Apparatus" BRS Foringer ILS-801 Illusion Set Engle's Workbook p. 136 "How to Make and Use an Algesimeter" BRS Foringer AGM-801 Algesimeter BRS Foringer CPW-801 Comparative Weights	B. Branca, Chapter 9 Engle, Chapter 11

Content	Behavioral Objectives	Activities	References
C. Classic studies 1. Wild boy of Aveyron 2. Wolf children of India 3. Gua and Donald (ape and boy) 4. Studies of twins 5. Family tree	C. The student, orally or in a brief paragraph, will be able to relate the substantive content of three of the five studies. The student will be able to write a paragraph in which he distinguishes among identical, fraternal, and Siamese twins.		C. Engle, Chapter 8 Ruch, Chapter 3, pp. 69-73, 93-103 Munn, pp. 307-315, 322-330 Branca, Chapter 18
D. Intelligence 1. Definition 2. I.Q. measurement a. Heredity limits b. Environmental effects (1) Impoverished (2) Enriched 3. Mental retardation	D. In 100 words or less, the student will be able to complete the following: "Human intelligence is the result of . . ."	D. Engle's Workbook p. 84 "Judging IQ's from Photographs" Engle's Workbook p. 89 "A Demonstration of How Psychologists Determine the Level of Difficulty of Items for a Test"	

UNIT III

LEARNING

Content	Behavioral Objectives	Activities	References
III. Learning A. Definition B. Theories of learning 1. Trial and error (Thorndike) a. Plotting learning curves b. Law of Primary Reinforcement (Hull) c. Mazes, wire puzzles, block puzzles, etc. 2. Classical conditioning (Pavlov) a. Conditioned reflex b. Reinforcement 3. Operant conditioning (Skinner) a. Skinner's fox b. Reward versus punishment 4. Programmed learning a. Machines b. Books 5. Insight a. Kohler's apes b. Gestalt school 6. Imprinting	B. Given six specific theories, the student will be able to write a short explanatory paragraph. Given a research experiment, the student will be able to determine which theory of learning the experiment seems to support.	B. BRS Foringer PMT-801 Pencil-Maze Test or Engle's Workbook pp. 25-31 Material on maze. see especially #5 Engle's Workbook p. 37 "An Experiment Using Branched Programming" (Functions well as a student project.) Engle's Workbook p. 54 "How to Make A 'Psychological Feedback' Apparatus"	B. Hill, Learning. 1963 Chandler Publishing Co. (paperback) Good teacher reference Branca, Psychology, Chapter 7 Engle, Psychology, Chapters 3,4 Lindgren, Chapter 12 Ruch, Chapter 7, pp. 93-103

Content	Behavioral Objectives	Activities	References
C. Applied learning techniques 1. Transfer 2. Knowledge of results 3. Practice a. Massed b. Distributed 4. Whole versus part learning 5. Mnemonic devices 6. Overlearning 7. Latent learning	C. The student will be able to write a short paragraph identifying and explaining the techniques he has personally found most helpful. The student will be able to state on paper the major differences among at least four of the seven learning techniques.	C. Engle's Workbook p. 20 "An Inventory of Study Habits and Techniques" BRS Foringer MRT-801 Mirror Tracer Engle's Workbook p. 32 "An Experiment in Associating Letters and Numerals" Engle's Workbook p. 49 "Retention Following Three Conditions of Learning"	
D. Hindrances to learning 1. Forgetting a. Elapse of time b. Inattention c. Retroactive inhibition d. Repression 2. Environmental factors a. Physical b. Emotional	D. The student will be able to explain at least three ways to remove hindrances to learning.		
E. Motivation 1. Drives a. Extrinsic b. Intrinsic c. Maslow's Step-ladder 2. Reward versus punishment 3. Competition versus cooperation	E. The student will be able to state orally or in writing, and defend, the motivational ideas he would use if he were to teach this unit on learning to next year's psychology class.	E. Engle's Workbook p. 100 "Estimating Motivation"	E. Hershey and Lugo p. 154

Content	Behavioral Objectives	Activities	References
F. Contemporary alternatives 1. Traditional 2. Innovative	F. The student will be able to state on paper the major differences between the two approaches.		

UNIT IV

THINKING

Content	Behavioral Objectives	Activities	References
IV. Thinking			
A. Nature of thinking 1. Definition		A. Motivation exercise see Engle, p. 121 (Dots)	A. Hershey and Lugo Chapter 13 Branca, Chapter 13 Munn, Chapter 7 Engle, Chapter 5 Ruch, Chapter 10
B. Processes in thinking 1. Brain functions 2. Muscle activities 3. Symbolic processes a. Eidetic b. Conditioned sensations c. Dreams and dreaming d. Brainstorming 4. Language a. Abstractions b. Concepts	B. The student will be able to differentiate among the processes in thinking (e.g. matching items).	B. BRS Foringer CFC-801 Concept Formation Cards Engle's Workbook p. 55 "Concept Formation" Engle's Workbook p. 60 "Eidetic Imagery" G-3 Object Sorting Test See Branca, p. 369	
C. Creative thinking 1. Steps a. Preparation b. Incubation c. Inspiration d. Verification e. Revision 2. Characteristics a. Intelligence b. Independence c. Sense of humor d. Interest in novel or complex tasks	C. The student will be able to identify the steps and characteristics of creative thinking.	C. Engle's Workbook p. 58 "An Activity Illustrating the Measurement of Creativity"	C. Munn, pp. 206-207

Content	Behavioral Objectives	Activities	References
D. Reasoning 1. Process a. Retention b. Recall c. Combining of experiences 2. Problem-solving a. Inductive/deductive b. Association c. Hypothesis	D. Given a specific problem, the student will be able to write a plausible step by step solution.	D. Engle's Workbook p. 61 "Thinking As Individuals and in Group Situations" Play Scrabble Engle's Workbook p. 63 "An Experiment in Problem Solving"	
E. Other types of thinking 1. Free association 2. Fantasy 3. Delusions and distorted thinking 4. Daydreaming	E. The student will be able to explain the advantages and disadvantages of two of the four types.		
F. Unclear thinking 1. Over-generalizing 2. Big words 3. Accepting inaccurate information as truth	F. The student will be able to demonstrate unclear thinking by writing a two-minute speech to convince, using either 1, 2, or 3.	F. Discuss Cat Ranch sign. See Branca, p. 377	

UNIT V

PERSONALITY

Content	Behavioral Objectives	Activities	References
V. Personality			
A. Definition		A. Motivation exercise: Bring an ad that seems to deal with personality. Explain why.	A. Munn, Chapter 12 Hershey and Lugo Chapters 8 and 9 Lindgren, Chapter 9 Engle, Chapter 6 Ruch, Chapter 4 Branca, Chapter 17
B. Theories 1. Trait Theory (Guilford, Cattell) 2. Psychoanalytic Theory (Freud, Jung) 3. Learning Theory (Dollard and Miller) 4. Self-Concept Theory (Hall and Lindzey, Rogers, Maslow) 5. Somatotypes a. Lombroso b. Kretschner c. Sheldon 6. Interest and values (Spranger, Allport) 7. Hippocrates 8. Astrology 9. Graphology 10. Phrenology	B. Given a list of personality definitions, the student will be able to match them with a list of personality theories. or Given a specific personality theory, the student will be able to describe on paper the major characteristics.		
C. Personality assessment 1. Clinical methods a. Interviews b. Inventories c. Ratings d. Behavior samplings e. Projective techniques	C. The student will be able to devise and administer either a,b,c, or d.	C. Engle's Workbook p. 69 "A Rating Scale" Engle's Workbook p. 73 "An Experiment on Impressions"	

Content	Behavioral Objectives	Activities	References
(1) Rohrschach (2) Thematic Apperception Test	The student will be able to cite two reasons for the use of a projective technique.		
2. Interpreting scores a. Normal curve b. Correlation	The student will be able to plot test scores taken in class and apply them to a normal curve.	Administer Allport's "Study of Values." Score and interpret.	
D. Application in society 1. Self-appraisal a. Rating scale b. Inkblot c. Sociogram d. Teacher-administered tests 2. Self-improvement a. Sensitivity training b. Role-playing	D. The student will be able to proceed with a self-appraisal by constructing either a or b and participating in either c or d.	D. Engle's Workbook p. 66 "An Experiment on the Effects of Performance on Level of Aspiration" Run a sociogram.	

UNIT VI

MENTAL HEALTH

Content	Behavioral Objectives	Activities	References
VI. Mental health			
A. Definition		A. Engle's Workbook p. 140 "A Mental Health Inventory"	A. Munn, Chapters 13,14 Engle, Chapters 12,14,15 Ruch, Chapters 12,13 Branca, Chapters 16,19 Lindgren, Chapter 6 Hershey and Lugo, Chapters 10,11 Beers, A Mind That Found Itself, 1908
B. Historical			
C. Etiology			
1. Organic 2. Functional 3. Multiple causation			
D. Conflicts and frustrations	D. The student will be able to recognize frustration situations when asked to do so and classify them as types.	D. Engle's Workbook p. 145 "A Checklist of Fear"	
1. Types a. Approach-approach b. Approach-avoidance c. Avoidance-avoidance			
2. Defenses against a. Verbal-oriented (1) Fantasy (2) Rationalization (3) Undoing b. Action-oriented (1) Acting out (2) Identification (3) Compensation (4) Displacement c. Emotion-oriented (1) Suppression (2) Regression	The student will be able to demonstrate any given defense mechanism		

Content	Behavioral Objectives	Activities	References
(3) Projection (4) Emotional insulation (5) Catharsis 3. Frustration tolerance 4. Suicide		Instructor's Manual for Basic Psychology by Munn, p. 105, suicide notes	
E. Disorders 1. Neuroses a. Anxiety reaction b. Phobic reaction c. Conversion reaction d. Obsessive-compulsive reaction e. Dissociative reaction (1) Fugue (2) Multiple personality f. Hypochondriac 2. Psychoses a. Schizophrenic reactions (1) Hebephrenic (2) Catatonic (3) Paranoid b. Manic-depressive reactions c. Involutional reactions d. Senility e. Paresis	E. Given a list of symptomatic behaviors, or a case study, the student will be able to identify the appropriate disorder.	E. Engle's Workbook p. 171 "Recognizing Mental Illness" Instructor's Manual for Basic Psychology by Munn, p. 101, case studies on disorders Instructor's Manual for Basic Psychology by Munn, p. 88, case studies on defenses against	

Content	Behavioral Objectives	Activities	References
3. Convulsive disorders (epilepsy) a. Grand Mal b. Petit Mal c. Jacksonian d. Psychomotor			
F. Methods of treatment 1. Individual a. Counseling (1) Directive (2) Non-directive b. Psychoanalysis 2. Group 3. Other methods a. Drugs b. Electric shock c. Hydrotherapy	F. Given a method of treatment, the student will be able to describe the method used.	F. Engle's Workbook p. 177 "Psychodrama"	
G. Emotional problems of young adults 1. Feelings of inferiority a. Physical differences b. Social prejudices c. Grades in school 2. Thrill seeking 3. Role-change syndrome	G. Given a list of five emotional problems, the student will be able to describe possible reasons for at least three of them. Affective: The student will realize that there are common problems and concerns in his peer group.	G. Engle's Workbook p. 150 "Friendship and Social Activities" Engle's Workbook p. 156 "Qualities for Popularity" Engle's Workbook p. 166 "Evaluation of Male and Female Role Activities"	
H. Society's role 1. Early recognition 2. Educating the public 3. Mental health centers 4. Support during stress a. Family Service Center b. Informal counseling	H. Without references, the student will be able to cite at least two areas of responsibility that have been discussed as "society's role" regarding mental health.	H. Tour a mental institution. Volunteer work at a mental institution or a nursing home.	

UNIT VII

DEVIANT BEHAVIOR

Content	Behavioral Objectives	Activities	References
VII. Deviant behavior A. Definition		A. Any of the following may be used for unit motivation. Engle's Workbook p. 113 "Crime Detection" BRS Foringer GSR-801 "Galvanic Skin Response" Transcripts of local case studies from District Court.	A. Van Dyke, Juvenile Delinquency Engle, pp. 521-540 Hershey and Lugo, p. 322 Lindgren, pp. 216-218 Branca, pp. 503, 252-258 Uniform Crime Reports, FBI Sutherland and Cressey, Principles of Criminology, Lippincott
B. Crime 1. Definition 2. Statistics and types 3. Theories a. XYY chromosome b. Lombroso c. Sutherland 4. Other factors a. Home (1) Permissiveness (2) Influence of media b. Neighborhood c. Schools d. Peer groups e. Opportunity f. Alcohol and drugs	B. The student will be able to write a paragraph giving three reasons why data about crime is difficult to obtain. The student will be able to refute or support four of the following: Criminal behavior is more likely to be associated with 1. the lower class 2. men 3. people not closely tied to their own social group 4. urban areas 5. younger people 6. some minority groups Given a short story about an individual involved in crime, the student will be able to pick out and discuss three factors that encourage criminal involvement.		

Content	Behavioral Objectives	Activities	References
5. Prevention a. Home b. School c. Community (1) Improved recreation (2) Employment guidance (3) Improved housing d. Enforcement of laws	The student will be able to suggest three specific improvements that Rochester could make to help prevent crime. The student will be able to explain the conceptual controversy over punishment versus rehabilitation.		
6. Treatment a. Punishment versus rehabilitation b. Courts (1) Adult (2) Juvenile c. Correctional institutions (1) Adult (2) Juvenile (3) P.O.R.T. d. Mental institutions e. Rights (1) Adult (2) Juvenile	The student will be able to list three new approaches to the treatment of the juvenile delinquent.	Film: Instead of Prison: Rehabilitating Offenders Source: P.O.R.T.	
C. Sexual deviation 1. Homosexuality 2. Rape 3. Voyeurism 4. Transvestism 5. Fetishism 6. Pedophilia 7. Exhibitionism	C. Given a mixed list of characteristics, the student will be able to match them with specific deviations. Given numbers 1-7 on the outline, the student will be able to write a short paragraph on any four, illustrating the deviate action by use of a fictional example.	C. Speaker: psychologist	C. Lindgren, p. 224 Hershey and Lugo, pp. 321-323 Appendix C Munn, pp. 414-415 Kinsey report Masters and Johnson Rochester Ordinances Ruch, pp. 389-391

Content	Behavioral Objectives	Activities	References
D. Alcoholism 1. Statistics and laws 2. Stages of alcoholism 3. Possible effects a. Social b. Physical c. Economic 4. Disease or habit? 5. Treatment a. Fines and imprisonment b. Special hospitals c. Alcoholics Anonymous d. Conditioned-response (emetic drugs) e. Vitamin capsule f. Personal and social psychotherapy	D. The student will be able to write a paragraph stating when a person who drinks needs treatment and stating the type of treatment available. The student will be able list at least five reasons why people are concerned about the growing rate of alcoholism. The student will be able to write a paragraph comparing the prevalence of alcoholism in Rochester with the national average for the United States.		D. Lindgren, pp. 222-223 Engle, pp. 428-431 Hershey and Lugo, p. 323 Branca, pp. 503-506 Munn, pp. 415-417 Almanac Ruch, pp. 494-496
E. Drugs 1. Terminology 2. Non-addictive (physically) a. Marijuana b. Amphetamines c. Psychedelic 3. Addicting (physically) a. Opium b. Morphine c. Codeine d. Barbiturates e. Methedrine	E. Given a list of drugs (slang, medical, etc.), the student will be able to recognize those that are physically addicting.		E. Ruch, pp. 496-497 Hershey and Lugo, pp. 323-324 Lindgren, pp. 219-222 Branca, pp. 503-507 Engle, pp. 435, 583 Munn, pp. 415-416 Morgan, pp. 638-643 Van Dyke (paperback) <u>Youth and the Drug Problem</u>

Content	Behavioral Objectives	Activities	References
4. Dangers a. Physical dependence b. Emotional or psychological dependence c. Brain damage d. Birth defects e. Recurring "bad trips" f. "Blackouts" g. Withdrawal	The student will be able to rank (his own ranking) the dangers of drug usage, and to defend his list.		
5. Common reasons for starting a. Join b. Escape c. Rebellion d. Adventure e. Association with drug abusers f. Availability g. Search for meaning of life	The student will be able to cite five reasons why people become involved with drugs.		
6. Treatment a. Medical treatment b. Prison c. Psychotherapy d. Group therapy e. Synanon			
7. Society and drugs a. Alcohol versus marijuana b. Laws (1) Present (2) Proposed changes c. Servicemen and drug use	The student will be able to argue either for or against the legalization of marijuana.		

Content	Behavioral Objectives	Activities	References
F. Gambling 1. Definition 2. Common methods and types a. Las Vegas casinos b. Pari-mutuel betting (1) Horses (2) Dogs 3. Public policy a. Legalize (1) Revenue (2) Control b. Prohibit (1) Spawns vice (2) Bad influence for youth (3) Potential loss of security (a) Economic (b) Family (c) Social 4. Why people gamble a. Financial gain b. Psychological (1) Thrill seeking (2) Feelings of superiority (3) Beating the system (4) Addiction 5. Treatment a. Gamblers Anonymous b. Psychotherapy c. Age factor	F. The student will be able to write a three-minute speech (to convince) on the topic, "Gambling is a Gamble." The student will be able to write a paragraph on one of the following: 1. Reasons people gamble 2. Why it is impossible to beat professional gambling The student will be able to argue either for or against legalized gambling in Minnesota.	F. Engle's Workbook p. 164 "Taking A Chance: Mathematical Probabilities" Game demonstration, "In Between" Hexstat Probability Demonstrator	F. Ruch, pp. 497-498 Engle, pp. 377-382 Lindgren, pp. 223-224 Almanac

UNIT VIII

MARRIAGE AND FAMILY

Content	Behavioral Objectives	Activities	References
VIII. Marriage and family			
A. Sex 1. Drive 2. Adjustment in adolescence 3. Education in schools a. Pro b. Con 4. Current national concerns (morality) a. Homosexuality b. Preoccupation with sex c. Pornography d. Population control	A. The student will be able to list two arguments for sex education in the public school curriculum and either defend or reject them. Given a specific item from number four, the student will be able to state briefly the morality involved.		Lindgren, pp. 461-508 Engle, pp. 442-478 Ruch, pp. 453-455 Berelson & Steiner, Human Behavior, pp. 36-42 Goode, The Family (paper)
B. Friendship to marriage 1. Friendship 2. Dating a. Purpose b. Conduct c. "Steady" 3. Romantic love 4. Engagement	B. The student will be able to write a paragraph describing the advantages and disadvantages of going steady or having a long engagement.		
C. Marriage 1. Factors a. Pressure to marry (1) Employment (2) Social status (3) Income tax	C. The student will be able to list any five factors considered significant for happiness in marriage and write a reason justifying each.		

Content	Behavioral Objectives	Activities	References
b. Early versus late c. Backgrounds (1) Economic (2) Religious (3) Education (4) Ethnic d. Personality compatibility e. Working wife f. Children g. Restrictions/ boredom	The student will be able to write a statement defending a reason for the increase of divorce in the United States.		
2. Role-playing a. Masculine b. Feminine c. Marital	The student will be able to differentiate between the traditional masculine and feminine roles in marriage.		
3. Problems a. Divorce (1) Attitudes (2) Statistics b. Social services (1) "Homemaker" service (Rochester) (2) Family counseling (3) Mental health institution			
D. Parenthood 1. Love for children a. Natural b. Learned 2. Child abuse 3. Home guidance a. Children's lies b. Cheating	D. Given a story by the teacher, the student will be able to analyze it and indicate the specific responsibilities of the home for guidance.	D. Engle's Workbook p. 180 "A Child Guidance Inventory" Engle's Workbook p. 186 "A Survey of Cheating"	

Content	Behavioral Objectives	Activities	References
c. Responsibility d. Discipline (1) Consistent (2) Artificial rewards (3) Logical rewards e. Fear (1) Learned (2) Counteract f. Television g. Movies h. Toy selection			
E. Minority concepts 1. Love without marriage and marriage without love 2. Communal living 3. Women's Liberation Movement 4. Homosexual marriages	E. Given a specific minority concept, the student will be able to defend it, or to explain the majority viewpoint which opposes it.		

UNIT IX

SOCIAL ATTITUDES

UNIT IX — SOCIAL ATTITUDES

Content	Behavioral Objectives	Activities	References
IX. Social attitudes			
A. Definition 1. Attitude 2. Prejudice		A. Refer to Allport's "Study of Values" (taken during Unit V) Instructor's Manual to Basic Psychology (Munn) See Attitude Sale, p. 113	Engle, pp. 108, 172, 180, 198, 374, 484, 510-521, 537, 539 Branca, pp. 308-324 Munn, pp. 465-469 Morgan, pp. 526-560 Lindgren, pp. 343-373 Louis E. Raths, Values and Teaching
B. Origins 1. Home 2. School 3. Church 4. Peer groups 5. Mass media 6. Organized propaganda	B. Given a specific social attitude, the student will be able to suggest how this attitude might have developed from at least three of the six origins listed.	B. Engle's Workbook p. 191 "Group Influence on Individual Judgments"	
C. Maintenance 1. Maintaining status 2. Scapegoating (aggression) 3. Stereotyping 4. Limiting social achievement	C. The student will be able to write a role-playing situation which demonstrates a method of maintaining social attitudes.		
D. Measurement 1. Attitude scales 2. Public opinion polls	D. The student will be able to construct a ten-question attitude scale on a topic of his choice, administer it to a small group, and interpret the results.	D. Engle's Workbook p. 203 "Measuring Attitudes Toward War" Engle's Workbook p. 200 "Measuring Attitudes Toward Members of Various Social Groups"	

Content	Behavioral Objectives	Activities	References
E. Case studies 1. Racial 2. Religious 3. National/international 4. Ethnic	E. Given a story by the teacher, the student will be able to analyze it in terms of prejudicial attitudes.	E. Film: The Lottery 18 minutes. Local AV Department	
F. Objectivity in social attitudes 1. Objective study of issues 2. Recognition of your strengths and weaknesses 3. Broaden inter-group contact 4. Recognition of propaganda techniques 5. Use of role-playing	F. The student will be able to list and explain at least three methods of attempting to get objectivity in one's social attitudes. The student will attempt to analyze the Bill of Rights in terms of attitudes and make a list of any five controversial interpretations.	F. Instructor's Manual to Basic Psychology (Munn) Example of rumors, p. 116 or Engle's Workbook p. 206 "Measuring Changes in the Factual Content of a Story as Related to the Number of Persons Telling the Story"	

UNIT X

MAN IN SOCIETY

UNIT X

MAN IN SOCIETY

Content	Behavioral Objectives	Activities	References
Man in society			
A. Working in society	A. The student will be able to select at least one tentative vocation and defend it on the basis of b, c, and e.	A. BRS Foringer STD-801 "Steadiness Tester" Engle's Workbook p. 213 "Rating the Prestige of Certain Occupations"	A. Branca, pp. 536-553 Morgan, pp. 562-593 Munn, pp. 349-351 Engle, pp. 543-568 Lindgren, pp. 424-444 Hershey and Lugo, pp. 394-401 Ruch, pp. 10-16
1. Selecting a vocation a. The world of work (1) Yesterday (2) Today b. Factors to consider (1) Education (2) Interests (3) Financial limitation (4) Personality (5) Intelligence (6) Past experiences			
c. Measurement of abilities (1) Kuder Preference Test (2) Strong Vocational Interest Test (3) Other tests		Instructor's Manual to Basic Psychology (Munn) "Problems of a Vocational Counselor" p. 73	
d. Securing employment (1) Application blanks (2) Interviews (3) Health examinations	Given a specific opening, the student will be able to write a letter of application, a data sheet, and participate in a role-playing interview situation.	Role-playing: Conduct an interview	
e. General working conditions (1) Hours (2) Money			

Content	Behavioral Objectives	Activities	References
(3) Location (4) Transfers (5) Supervision (6) Regulations 2. Careers in psychology a. Teaching (1) High school (2) College b. Clinical psychologist (1) Research (2) Out-patient (3) Psychotherapy c. School psychologist (1) Adjustment (2) Curriculum development d. Industrial psychologist (1) Selection and placement of employees (2) Job adjustment e. Government service (1) Consultant (2) Civil Service or armed forces f. Private practice (1) Work with individuals (2) Work with smaller industrial and commercial firms	The student will be able to match a list of five job explanations with a list of five possible careers in psychology.		

Content	Behavioral Objectives	Activities	References
B. Living in society 1. Motivation a. Pleasure-seeking drives b. Death concepts 2. Change a. Mobility b. Media c. Your attitude 3. Choice a. Economic b. Religious c. Moral d. Political e. Social 4. Responsibility a. To self b. To family c. To others (1) Country (2) World	B. The student will be able to write a statement attempting to identify his motivation for a successful life in contemporary society. The student will be able to contrast the general practices regarding funerals in England and the United States. The student will be able to write a short paragraph completing the thought, "Change is more rapid in today's society because . . ." Given an area of choice (a-e), the student will be able to defend a tentative personal choice. The student will be able to state briefly his concept of his responsibility to self, family, and others.		B. Hershey and Lugo, pp. 56-62, 398-401 Teacher reference: Morris, Existentialism in Education Harper & Row, Inc., 1966 (paper) Chapter 6 Jessica Mitford, The American Way of Death Greenwich, Connecticut: Fawcett Publications, 1963

APPENDIX: INVOLVEMENT EXPERIENCES: INDIVIDUAL AND GROUP

1. Book Report
2. Bulletin Boards or Murals
3. Field Trips
4. Experiments and Projects
5. Magazine Reports
6. Research Papers
7. Volunteer Service

1. Book Report

Because there are many paperbacks available that make direct use of psychological themes dealt with in this course, students will find such supplementary reading interesting and appealing. The following books are representative of those available.

Berne, Games People Play
Beers, A Mind That Found Itself
Frankl, Man's Search for Meaning
Green, I Never Promised You A Rose Garden
Helfer, The Battered Child
Hoffman, The Loser
Kafka, The Trial
Kesey, One Flew Over The Cuckoo's Nest
Liebman, Peace of Mind
Menninger, The Crime of Punishment
Montague, Sex, Man, and Society
Morris, The Naked Ape
Peale, The Power of Positive Thinking
Richette, The Throwaway Children
Singh, Wolf Children and Feral Man

2. Bulletin Boards or Murals

Many of the topics studied in psychology may be reinforced through the use of bulletin boards done by the instructor, individual students, or a group of students. Some suggested topics follow.

Careers Ahead for Each of Us
Our Future Educational Plans
The Nervous System
The Glands
Illusions
Aspects of Sound
Frustration and Conflict
What I Am
Factors in Learning
Mnemonic Devices
Personality Theories
Techniques for Measuring Personality
Propaganda Techniques

3. Field Trips

Some of these field trips may be either group or individual activities. With a group, it is advisable to make arrangements well in advance. The following have been found useful:

Rochester State Hospital
Faribault State Hospital
Local Nursing Homes
Ability Building Center
Methodist Hospital Adolescent Psychiatric Unit
St. Mary's Hospital Psychiatric Ward
Zumbro Valley Mental Health Center
Alcoholics Anonymous meetings
Probationed Offenders Rehabilitation Training
School classrooms (traditional and innovative)

4. Experiments and Projects

Experiments or projects of an individualized nature can be utilized to acquaint students with the methodology of professional psychologists. These activities should center around the student's abilities and interests. Examples might include:

Construction of a steadiness tester by a student interested in electronics
A study of heredity by a student interested in tracing his family tree
Building a slot or punchboard maze by a student interested in woodworking
A survey by a student interested in person-to-person contact

5. Magazine Reports

Magazine articles can provide a useful link with new areas of research - theories and methods currently being studied or practiced in psychology. Professional journals and research bulletins can be especially helpful in examining complex concepts in depth. Publications primarily designed for lay people, such as "Psychology Today," can also be instrumental in encouraging student interest on a less technical level.

6. Research Papers

The option of researching and writing a research paper as extra credit or in place of some course requirement (on approval of the instructor) provides another alternative in order to meet the needs of individual students. Students should be encouraged to select appropriate topics and design the research, subject to the instructor's approval.

7. Volunteer Service

This idea is suggested after a one-semester trial.

Rochester State Hospital has had an organized volunteer program for a number of years. After consultation with the person in charge, arrangements were made whereby our students were able to participate in most activities. The major problem seemed to be the time periods students were free. Most could not participate during school hours and were thereby restricted to evenings and weekends. Representative of the activities available are:

Escorting patients on walks to park, canteen, or Sunday service
Planning parties and ward decorations for holidays or seasonal change
Reading to or writing letters for geriatric patients
Escorting patients to dances
Playing bingo, softball, and other games
Playing musical instruments and conducting group singing
Visiting with patients
Feeding patients